

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking Ability

The various definitions of speaking have been given by many theorists. According to Longman, speaking is defined as to be able to talk in particular language<sup>9</sup>. David Nunan defines that speaking is an oral interaction in which the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom, and about what<sup>10</sup>. Then according to Hornby, ability is defined as the fact, somebody or something is able to do something of a level skill or intelligence<sup>11</sup>. Speaking ability is considered as the measure of knowing a language<sup>12</sup>. In conclusion, speaking ability is the ability of the person to express his idea, feeling, or something in his mind to others. Someone has to master the rules of speaking. When one who has mastered the rules of speaking, he will not have difficulties in expressing his or her ideas, thought, and feeling. It can be practiced in his or her daily questions, making conversation with friends, and conveying English speech in front of the class.

The objective of teaching spoken language is the development of the ability to interact successfully in which language involves comprehension as well as

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<sup>9</sup> Longman, *Longman Active Study Dictionary*, Loc Cit

<sup>10</sup> David Nunan, *Language Teaching Methodology: A Text Book for Teachers*. Loc Cit.

<sup>11</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, Oxford: Oxford University Press, 2005, p. 1516

<sup>12</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as A Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 101.

production<sup>13</sup>. According to Kalayo, speaking involves three areas of knowledge as follows:<sup>14</sup>

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct pronunciation.
- b. Functions (transaction and interaction): knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building).
- c. Social and cultural rules and norms: understanding how to make account who is speaking to whom, in what circumstances, about what, and for what reason

Furthermore, the students' speaking ability is measured by using oral language scoring rubric adopted from Hughes as follows:<sup>15</sup>

**Table II.1**  
**The Category Level of Speaking Ability**

| <b>Proficiency</b>   | <b>Level 6</b> | <b>Level 5</b> | <b>Level 4</b> | <b>Level 3</b> | <b>Level 2</b> | <b>Level 1</b> |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Accent</b>        | <b>6</b>       | <b>5</b>       | <b>4</b>       | <b>3</b>       | <b>2</b>       | <b>1</b>       |
| <b>Grammar</b>       | <b>6</b>       | <b>5</b>       | <b>4</b>       | <b>3</b>       | <b>2</b>       | <b>1</b>       |
| <b>Vocabulary</b>    | <b>6</b>       | <b>5</b>       | <b>4</b>       | <b>3</b>       | <b>2</b>       | <b>1</b>       |
| <b>Fluency</b>       | <b>6</b>       | <b>5</b>       | <b>4</b>       | <b>3</b>       | <b>2</b>       | <b>1</b>       |
| <b>Comprehension</b> | <b>6</b>       | <b>5</b>       | <b>4</b>       | <b>3</b>       | <b>2</b>       | <b>1</b>       |

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<sup>13</sup> Arthur Hughes, *Testing for Language Teachers*, Cambridge: Cambridge University Press, 1989, p. 101.

<sup>14</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, Loc. Cit.

<sup>15</sup> Arthur Hughes, Op Cit p. 111-112.

**a. Accent**

- 6 = Native pronunciation, with no trace of “foreign accent”
- 5 = No conspicuous mispronunciations, but would not be taken for a native speaker
- 4 = Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
- 3 = “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
- 2 = Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
- 1 = Pronunciation frequently unintelligible

**b. Grammar**

- 6 = No more than two errors during the interview
- 5 = Few errors, with no patterns of failure
- 4 = Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
- 3 = Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
- 2 = Constant errors showing control of very few major patterns and frequently preventing communication
- 1 = Grammar almost entirely inaccurate except in stock phrases

**c. Vocabulary**

- 6 = Vocabulary apparently as accurate and extensive as that of an educated native speaker
- 5 = Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
- 4 = Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions
- 3 = Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
- 2 = Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
- 1 = Vocabulary inadequate for even the simplest conversation

**d. Fluency**

- 6 = Speech on all professional and general topics as effortless and smooth as a native speaker
- 5 = Speech is effortless and smooth, but perceptively non-native in speed and evenness
- 4 = Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
- 3 = Speech is frequently hesitant and jerky, sentences may be left uncompleted

2 = Speech is very slow and uneven except for short or routine sentences

1 = Speech is so halting and fragmentary that conversation is virtually impossible

**e. Comprehension**

6 = Understands everything in both formal and colloquial speech to be expected of an educated native speaker

5 = Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech

4 = Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing

3 = Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing

2 = Understands only slow, very simple speech on common social and touristic topics; requires constants repetition and rephrasing

1 = Understands to little for the simplest type of conversation

Because English in Indonesia is as a foreign language, the score levels given to the students are about from level 1 to level 5.

**Table II.2**  
**The Classification of Speaking Ability**

| No | Level   | Score  | Category  |
|----|---------|--------|-----------|
| 1  | Level 1 | 81-100 | Excellent |
| 2  | Level 2 | 61-80  | Very Good |
| 3  | Level 3 | 41-60  | Good      |
| 4  | Level 4 | 21-40  | Fair      |
| 5  | Level 5 | 0-20   | Bad       |

**a. Characteristics of a successful speaking activity**

There are many characteristics of a successful speaking activity which are introduced by Ur as cited by Sanchez follows<sup>16</sup>:

- 1) Learners talk a lot: As much as possible of the period time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with the teacher and talk and pauses.
- 2) Participation is even: Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

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<sup>16</sup> Penny Ur. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 1996

- 4) Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.
- 5) In practice, however, few classroom activities succeed in satisfying all the criteria mentioned above. Therefore, language teachers should make great efforts to employ a variety of effective techniques to create some of the mentioned-above criteria.

**b. Problems with speaking activities**

According to Ur, there still exist some problems with speaking activities as follows<sup>17</sup>:

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

2) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little time talking.

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<sup>17</sup> *Ibid*

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

### 3) Mother-tongue use

In classes, where all or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones- to keep to the target language.

To help the learners develop their communicative skills, it is advised that the language teachers should have appropriate technique and strategy to solve their problems.

## 2. Approach, Method, Technique and Strategy

There are, and have been, many approaches, methods, and strategies in English teaching. *Approaches* deal with general philosophies of teaching. *Methods* deal with more practical nuts and bolts. *Strategies* deal with specific actions. Approaches are general in nature. They involve the belief and principle underlying our methods, but are less about proscribing the specific methods. Methods are the way we teach, approaches explain why we teach that way. And the strategies might be used within any other method or approaches they are frequently intended to help foster maintain creativity.<sup>18</sup>

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<sup>18</sup> <http://teflpedia.com/Approach, method and strategy>



Approach is the way teachers view the learning process. It is the personal philosophy of teaching related to the nature of education, the role of the teacher, the student, the administration, the parents, or how the teacher approaches the students in teaching and learning process. It may be depending on students he teaches. Anthony in Murcia defined an approach to language teaching is something that reflects a certain model or research paradigm.<sup>19</sup> in short, approach is like a collection of theories, there is no procedure and it is still general,

Then, method can be considered as a way of learning that must be taken to realize the teacher in a real and practical activities in the classroom to achieve learning objectives. Anthony, furthermore, explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistic objectives.<sup>20</sup> In short, method is more specific than approach and less specific than technique. thus, method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique).<sup>21</sup> On the other hand, techniques are specific activities manifested in classroom that are consistent with a method and thus are in harmony with an approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. Thus, a technique is a very specific type of learning activity use in one or more methods.

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<sup>19</sup>Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language (Third Edition)*, (Boston: Heinle & Heinle –Thomson Learning, 2001). p.5

<sup>20</sup>*Ibid.*

<sup>21</sup>*Ibid.*

### 3. The Concept of Twenty Questions Game Technique

#### a. The Nature of Games

There are many good ideas about English teaching. One of them is using games in the English class as a technique which is most easily accepted by students and which is also a very useful and helpful aspect of communicative method. Game is an activity providing entertainment or amusement; it is a competitive activity or sport in which players compete with each other according to a set of rules. Rixon stated that a game is an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules, their objectives<sup>22</sup>. A game is an activity that both the teacher and students enjoy doing. It is student-centered appealing as the play in the playground.

Hadfield defines a game as an activity with rules, a goal and an element of fun<sup>23</sup>. Similarly, according to Rixon, “a game consists of play governed by rules<sup>24</sup>.” This is summed up very well in Gibb’s definition of a game as an activity carried out by cooperating or competing decision markers, seeking to achieve, within a set of rules, their objectives<sup>25</sup>. Although there are different definitions, but the same opinion is that a game has three main characteristics. They are Competition, rules and enjoyment. In conclusion, a game is an activity which includes three main principal components: competition, rules and enjoyment in teaching-learning objective scope.

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<sup>22</sup> Steven Rixon, *How to Use Games in Language Teaching*, London: Macmillan, 1981

<sup>23</sup> J Hadfield, *Elementary Communication Games*, London: Thomas Nelson and Sons, 1984

<sup>24</sup> Steven Rixon, *Loc Cit*

<sup>25</sup> G Gibbs, *Dictionary of Gaming, Modelling, and Simulation*, London: E & FN Spon Ltd, 1987

Furthermore, language games mean games related to language. If games help improve different aspects such as intellectual ability, patience, then language games help develop language skills. When playing these language games, students not only have fun but also practice English joyfully, to help to motivate them.

### **1. The Advantages of Games**

There are many advantages of using games in the classroom. Carrier elaborates the advantages of games in the classroom as follows<sup>26</sup>:

- a) Games give a variety of tools to facilitate the teaching-learning process; in other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.
- b) Games are flexible; it means that they can be used for teaching any aspect of the language. One game can even be used to teach two or three language features at the same time. It is just a matter of adaptation considering the students' level and the objective of the class.
- c) Games make the lesson less monotonous, as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.
- d) Games raise the students' motivation, in such a way that students enjoy their learning so much that they might not realize they are doing so.

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<sup>26</sup> Michael Carrier, & the Centre for British Teachers (1980). *Take 5. Games and Activities for the Language Learner*. (2d ed.). London: Nelson. p. 6

- e) Games make students produce language subconsciously.” This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are doing right or wrong; they just produce it and achieve it.
- f) Games stimulate students’ participation and give them confidence. This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures, learn from their mistakes, and fulfill the goals of the class, indeed.
- g) Games transform the teacher’s role from that of formal instructor to that of an organizer or/and moderator of the class.” In other words, games reduce the domination of the classroom done by the teacher. There is not too much teacher talking time any more, only the necessary to model and moderate the activity. The teacher mainly observes students while they carry out the activity rather than exposing, explaining and correcting.
- h) Games can also serve as a testing mechanism because they expose the students’ weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes notes about students’ mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to

practice or improve in the class, this cannot be a tool to be used as formal evaluation.

Games are very useful in language teaching learning in the classroom. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable students to acquire new experiences with a foreign language which are not always possible during a typical lesson. Relaxed atmosphere which is created by using games, students remember things faster and better. A good game can enhance students' motivation in language classes and surely contribute to increase certain skill which will be achieved.

## 2. Types of Language Games

There are many opinions about the type of language games. Zhu identifies, discusses and explores types of games from some published sources, and then he concludes eight types of games<sup>27</sup>:

- a. *Guessing Games*: in these games someone know something that another one must find out what it is.
- b. *Picture Games*: Most of these games involve the learners in the relative free use of all language at their command and at the same time give them opportunity to practice their speaking and listening.

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<sup>27</sup> Deguang Zhu. *Using Games to Improve Students' Communicative Ability*. Journal of Language Teaching and Research, Vol. 3, No. 4. Finland: Academy Publisher, July 2012. p 803-804 [accessed on February 20th, 2013]

- c. *Sound Games*: Sound effects can create in the listeners' mind an impression of people, places and actions. Students can make guess at the object described by sound, or make dialogue or a story.
- d. *Mime*: Mimes can be done in pairs, groups or even by the whole class. One side has to perform the mimes for the other side so that the answer can be found. It can be an object, action or person. So miming activities are valuable language-learning situations.
- e. *Finding Games*: This mainly deals with general knowledge, it is a very practical exercise. Every day, there is something important happening, so the students can be asked what happened on a day in history
- f. *Debates*: In this activity, a topic is given and two sides are set up, one supporting the idea and the other opposing it. Then they argue giving their evidence
- g. *Jigsaw Games*: In this activity, each participant task holds one part of a solution, which may be a story, a factual text or a picture. They should work together to fit their pieces together to find the solution.
- h. *Role Plays*: Role plays often consist of short scenes, which can be realistic or pure fantasy. Role plays may be enacted around everyday situations as well as around topical problems.

Because there are a great deal numbers of language games, so the teachers have variety of choices. However, the teacher must take many factors into account when deciding which game would be most appropriate and most successful with his / her students.

### 3. Using Twenty Questions Game Technique in Teaching Speaking

It is considered that game is the most accepted technique by learners; they are always requesting to play. Lee in Tinjaca and Contreras highlights its relevance and utility to promote spontaneous communication, since during a game learners are not thinking about correct grammar or syntax<sup>28</sup>.

There are many kinds of language game developed in teaching English in classroom. As mentioned before that one type of games is guessing game. One variation of guessing game is Twenty Questions Game. It is one of the games that can be used in teaching speaking<sup>29</sup>. The essential rule of this game is that someone knows something and others must find out what it is.

Twenty Questions game is a classic parlor game involving an answer and a questioner. The questioner must guess what objects the answerer is thinking of, but is only allowed to ask questions whose answer are either “Yes” or “No”<sup>30</sup>. The group must use no more than 20 questions to successfully guess the topic in order to win the game. It enables students to narrow the information about the object by identifying the description of the object.

According to Wright et al, Twenty Questions Game is applied by three procedures<sup>31</sup>:

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<sup>28</sup> Buitrago Tinjaca and Ayala Contreras, *Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers*. Colombia, 2008. P. 27

<sup>29</sup> Jeremy Harmer, Loc Cit

<sup>30</sup> John T. Gill III, Member, IEEE, and William Wu, *Twenty Questions Games always End with Yes*, p. 1

<sup>31</sup> Andrew Wright, David Betteridge, Michael Buckby. *Games for Language Learning (3 ed )*. 2006. Cambridge: Cambridge University Press, p. 143

1. Teacher thinks of an animal, a person, a place, an object or an idea and introduces the game. For example:

Teacher: *I am thinking of something. It is an animal / a person / a place / an object / an event / an idea.*

Here, the teacher shows to the students how to play the game as well as simulating the questions possibly used. Alternatively, once the learners are familiar with *Twenty questions*, teacher can invite one of them to start the game. This is an advantage, because it gives teacher the opportunity of showing the class how to narrow down the range of possibilities.

2. Teacher invites the players to put twenty questions to the acting ‘question master’ in an attempt to discover what they are thinking of. The questions must be put, so that they can be answered by *Yes* or *No*.

**Examples of questions that narrow down the possibilities**

*Is it bigger/smaller than a car?*

*Can you eat it?*

*Have you got one?*

*Would you normally find one in a house?*

*Is it made of (wood)?*

*Can it be easily broken?*

3. Teacher awards a point to the learners if they discover what it is in less than twenty questions. Otherwise, the point goes to the ‘question master’.



This activity is a variation of well-known parlor game and works well with small groups or the whole class<sup>32</sup>. It will make the game more interesting and enjoyable because the students will compete to win the game in group. By grouping the students, they will have opportunity to discuss with their friends in their group to make them able to practice speaking with others students.

### **B. The Relevant Research**

Regarding the use of Twenty Questions Game technique, there is a previous research done. It was a research done by Prita dewi Mustika Rini, a 2013 alumnus of Muhammadiyah University of Purworejo, “ The Use of Twenty Questions Game and Its Effectiveness in Improving Students’ Speaking Ability of the Tenth Grade Students at SMK Tamtama Karanganyar. It was an experimental research. The result of this study showed that teaching speaking by using Twenty Questions games could improve the students’ speaking ability. Based on the result of pre-test and post-test, the mean score of the pre-test was 56.5. Meanwhile, the mean score of post-test was 70.11. The result of the computation of t-value (t-test) is 5.585. The computation shows that value is higher than t-table that is  $5.585 > 2.00$ . So the hypothesis is accepted.

### **C. The Operational Concept**

Operational concept is the concept used to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the variables used. In this research, the variables are Twenty Questions game

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<sup>32</sup> Jim Wright, *Games, Contents & Puzzles: Entertaining Ideas for Educating Students*. P. 3  
<http://www.jimwrightonline.com/pdffdocs/games.pdf>

Technique (X) and Speaking ability (Y). To measure empirically each variable, the writer identifies them in some indicators as follows:

1. The Twenty Questions game ( X Variable )

Twenty questions game works well with group. So, the writer applies this game by grouping the students in the classroom in order to make this game more interesting. The Twenty Questions Game is classified as good if this technique is applied with the indicators as follows:

- a. The teacher introduces the game and explains about the advantage of the game correlated to the material they will learn.
- b. Teacher shows how to play the twenty questions game as well as simulating questions possibly used in the game to the students
- c. Teacher divides students into two groups
- d. Teacher together with students decides the words category that will be used in the game, such as animal, person, fruit, etc.
- e. Teacher asks each student to write a word according to the category in a roll piece of paper then collect the paper based on the group
- f. Teacher asks each group to delegate one of their group members in front of the class to be the answer when their group is playing.
- g. Teacher asks the students in playing group to give maximally twenty yes / no questions to their delegation to guess their rival's word.

- h. Teacher awards a point to the group if they can guess the word less than twenty questions. Otherwise, the point goes to the other group as 'question master'.

## 2. Speaking Ability (Y Variable )

The indicators are:

- a. The students are able to produce speech without filler and pause while describing story (Fluency)
- b. The students are able to use correct grammar; simple present tense and attribute verb (is, am, are) in speaking. (grammar)
- c. The students are able to use proper words or vocabularies; adjectives, noun to retell story (Vocabulary)
- d. The students are able to express the comprehensible ideas; identification and description, to describe story. ( Comprehension )
- e. The students are able to produce acceptable pronunciation in speaking ( accent / pronunciation )

## **D. The Assumption and Hypothesis**

### **1. The Assumption**

Before formulating the hypothesis as temporary answer of the problem, the writer would like to present some assumptions:

- a. The students' speaking ability is diversity
- b. There are many techniques for teaching that can influence students' speaking ability, one of them is twenty questions game technique, this technique can help the students improve their speaking ability.

## 2. The Hypothesis

$H_0$ : There is no significant difference of students' speaking ability before being taught by using Twenty Questions Game Technique and after being taught by using Twenty Questions Game Technique at the second grade of SMPS Sei Putih Kampar Timur District of Kampar Regency

$H_a$ : There is significant difference of students' speaking ability before being taught by using Twenty Questions Game Technique and after being taught by using Twenty Questions Game Technique at the second grade of SMPS Sei Putih Kampar Timur District of Kampar Regency